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ABSTRACT

This handbook provides guidelines for rural areas throughout Virginia or the nation for establishing an employment counseling and placement service. The first section focuses on the Job Referral Service (JRS) organization and administration. It describes the responsibilities and roles of (1) the school administration and faculty who provide support services and supervision, (2) student aides from the business office education program who act as receptionists and clerical assistants in the JRS office, and (3) volunteers (retired business professionals) who interview applicants, receive job orders from employers, and match applicants with job orders. Section 2 discusses school and community benefits from the JRS. Appendixes include sample program materials and forms, such as a budget outline, data cards, applicant interview log, job order form, materials for the office simulation program that provides student aides, and an evaluation form. A six-page pamphlet on the program is attached. It contains information on JRS background, concepts, and operation as well as some statistics. (YLB)

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THE JOB REFERRAL SERVICE MANUAL

(Handbook for Setting Up a Job Placement Service in Rural Areas)

JRS

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GLOUCESTER--MATHEWS JOB REFERRAL SERVICE
Gloucester High School
Rt. #, Box 502 Gloucester, Virginia 23061
June 1986

GLOUCESTER
(804) 693-3620

MATHEWS
(804) 725-7565

BEST COPY AVAILABLE

FOREWARD

In 1975, the Virginia General Assembly enacted Senate Bill 647, which required that "On and after September 1, 1976, each school board shall make available to secondary students employment counseling and placement services to furnish information relating to the employment opportunities available to students graduating from or leaving the public schools in the school division . . ."

As a result of this Bill, the Virginia State Department of Education, Division of Guidance Services, distributed their Guidelines for Employment Counseling and Placement, in order to facilitate the implementation of such a program in the secondary schools.

But the early 1980s witnessed a curtailment of funding, as Federal programs were cut back and State and local governments were forced to assume more responsibility for such programs.

In rural areas, State employment services were cut. Many Virginia Employment Commission offices were closed down and representatives were no longer sent out regularly to these areas.

During the 1982-83 school year, the Middle Peninsula Interagency Council's Employment Services Committee was meeting to discuss the need for a coordinated employment service to residents of the Middle Peninsula. This group is comprised of agency representatives from the counties of Gloucester, Mathews, Middlesex, King & Queen, King William and Essex, who try to pool their resources to solve common problems or to streamline overlapping services.

Out of this Committee came the Job Referral Service concept described in this handbook.

It is hoped that this will provide a guideline for rural areas throughout the Commonwealth, or the nation for that matter, for establishing a quality employment counseling and placement service that meets not only the needs of students, but also the common needs of citizens seeking employment opportunities in this rapidly changing society of ours.

Nancy C. Keenan
Vocational Counselor
Gloucester High School

INTRODUCTION

The Job Referral Service (JRS) concept of employment placement involves a coordinated effort between local school systems, citizens, businesses, agencies and other governmental organizations.

By combining the resources, both human and material, of all of these individuals and groups, a cost effective, professionally operated employment service can be offered to citizens and students in our rural areas. The estimated cost for such a service is $1,000.00 per year, minimally, which mainly covers telephone service and advertising, above and beyond existing facilities.

The JRS slogan, "We match people to jobs," describes the type of service offered.

Retired volunteers with past experience in business interview job applicants and handle job orders. Using a simple job classification system (borrowed from the Virginia VIEW (Vital Information for Education and Work) program, the volunteer matches the applicant to current job listings or files the personal data card for future referral.

Support services and supervision come from the school system. The operation may include the use of students in the business office education program to handle the receptionist and clerical duties. A business education teacher and guidance counselor team up to supervise the program. Volunteers also are responsible for coordination of the daily operations.

Agencies who are responsible for employment placement activities such as Social Services, Job Training and Partnership Act (JTPA) offices, and the Area Agency on the Aging have frequent communication with the JRS.

Cooperative work-study programs within the high school also work closely with JRS in placing their students.

Employers in the area have an up-to-date pool of applicants to choose from without having to advertise individually.

Statewide and area VEC (Virginia Employment Commission) weekly job listings are available on microfiche for applicant use, without having to travel to metropolitan areas which are far away and involve time and expense.

Referrals to appropriate job training programs such as JTPA are made by volunteers.

No fees are charged to anyone using the service.

The JRS model can be adapted to various settings. In the event that student involvement is impossible, it can still be implemented without student participation, although this is less desirable. Both types of programs are now in existence in the Gloucester and Mathews areas.

The overall objectives of the program are:

1. to provide job seekers with a central location to find out about available job openings that they might qualify for,
2. to provide local employers with an up-to-date pool of job applicants, and
3. to provide business education students with a "real life" job experience within the school setting.

Further information can be obtained from the Gloucester-Mathews Job Referral Service

c/o Gloucester High School
Route 4, Box 502
Gloucester, VA 23061
804-693-3633 or 804-693-2526

ACKNOWLEDGEMENTS

The Gloucester-Mathews Job Referral Service which opened its doors in October 1983 was the result of many hours of collaborative effort among dedicated people working with human services in the Middle Peninsula.

We wish to extend our gratitude to the following individuals and organizations which helped to make this dream a reality.

The Middle Peninsula Interagency Council
Mr. Freedom Goode, Chairman - Employment Services Committee

The Lewis Puller Vocational Center
Mr. Doug Wilton, past Director

The Greater Peninsula Job Training Consortium

Rappahannock Community College - South Campus

Mathews Chamber of Commerce

Gloucester Chamber of Commerce

Gloucester County School System

Mathews High School

Gloucester County Retired Seniors Volunteer Program (RSVP)

WDDY Radio Station, Gloucester

The Colonial Williamsburg Foundation

All individuals, businesses and organizations who have contributed to this effort, both financially and with moral support.

And to the continued, dedicated efforts of our volunteers, we salute you:

Volunteers	Background	Length of JRS Service
Alyce K. Barnett	Language Arts Resource Specialist, Retired	1985
Betty Bowman	Advertising, Public Relations	1984-85
William H. Byrn	Cmdr., USNR, Newsman, Newspaper Editor, Advertising, Public Relations, Retired	1983-85
Robert Farrell	Engineering Executive, Retired	1984-85
Stanley Hall	Contracting Officer, USN, Retired	1983-84

Volunteers	Background	Length of JRS Service
Irving Neuman	Engineer, Engineering Supervisor, Retired	1984-85
George W. Rutter	M/Gen, USAF, Retired Director/Consultant (Aerospace)	1984-85
Frank W. Scott	Hospital Administrator	1983-85
Helen B. Scott	Media Specialist Librarian, Retired	1983-85
D. L. (Van) Vanderhoef	Col, USA, Retired Consultant/Research, Real Estate Broker	1984-85
William H. Wood	Comdr, USN, Retired Personnel/Administration, Real Estate Broker	1984-85

Judith Conner
Office Simulation Instructor
Gloucester High School
JRS Faculty Advisor

Nancy Keenan
Vocational Counselor
Gloucester High School
JRS Faculty Advisor

TABLE OF CONTENTS

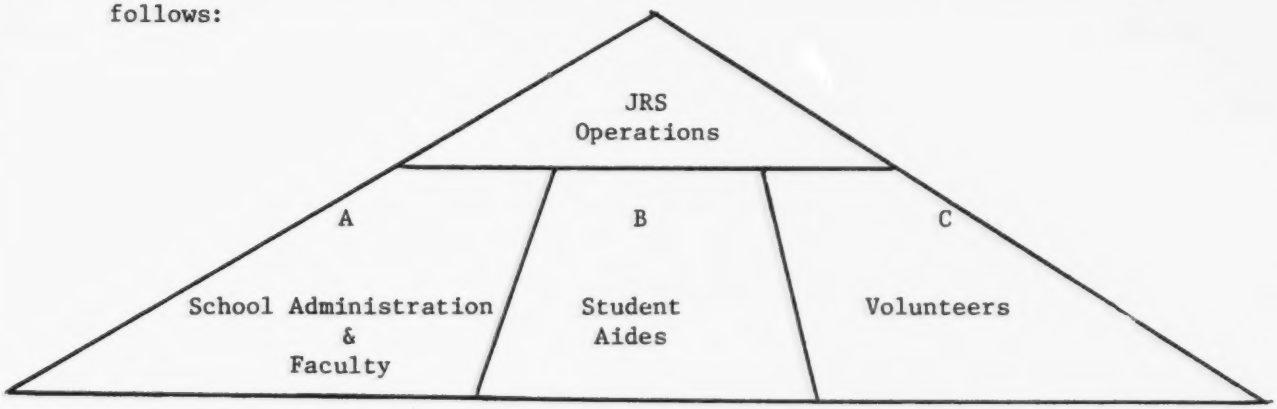
	Page	
ORGANIZATION AND ADMINISTRATION	1	(yellow)
A. School Administration & Faculty	2	
B. Student Aides	5	
C. Volunteers	7	
BENEFITS	10	(blue)
A. School Benefits	11	
B. Community Benefits	12	
CONCLUSION	13	(pink)
APPENDIX	15	(green)

ORGANIZATION AND ADMINISTRATION

THE JOB REFERRAL SERVICE

ORGANIZATION AND ADMINISTRATION

JRS operations are conducted using the three-pronged approach that follows:



A. School Administration & Faculty

Job placement services, by law, are the responsibility of the school administration at the secondary level. These placement services may include graduating seniors, potential drop outs, work-study programs, and part-time opportunities for enrolled students. Usually these services are handled by guidance counselors and co-op teachers. The JRS program augments these services.

Physical Plant

In the JRS program, the school system provides a small office space for conducting business, preferably in the high school. This space should be large enough to accommodate, at the most, two desks and a table and several chairs. One desk will be used by a volunteer, the other by the student-receptionist, if applicable.

The table will be used by the applicant for filling out their personal data card and for housing a microfiche projector, used for the Virginia Employment Commission's weekly job listings. Chairs are provided for additional applicants who are waiting to be interviewed.

At Gloucester High School, a business classroom is sectioned off to house this office, using movable dividers. At Mathews High School, a small office was provided by their Guidance Office.

Location in the high school is most beneficial because of the direct contact with high school students that are referred to JRS or who are seeking employment.

Faculty

Faculty supervision is suggested in order to oversee the physical plant and equipment and to supervise both the volunteers and student aides.

Since employment counseling and placement are shared responsibilities by both the guidance staff and co-op teachers, a team approach is encouraged, particularly if student aides are used. If a co-op program is not available, then a teacher who is teaching senior level programs could be included to provide supervision for the student aides.

The counselor/teacher team primarily provides leadership, organization, and continuity for the volunteers. They also handle any fiscal concerns which would include the formation of a school or county account, which will be discussed shortly.

The counselor and teacher also act as advisors for JRS Operating Committees. These committees include:

Daily Operations - handles office coordination, volunteer coordination, membership and training, program evaluation, publicity and scheduling,

Financial - includes general budgeting, fund raising and bookkeeping responsibilities,

Communications - involves publishing a quarterly newsletter, correspondence and public relations, and

Outreach (optional) - this involves making presentations, development of a video program and extension of services.

These Operating Committees meet as necessary to provide planning and problem solving for the organization. Volunteers serve on the committees and act as chairpersons.

Faculty Advisors meet with Committee Chairpersons monthly for updating and decision-making activities.

Quarterly business meetings are conducted where all volunteers and the counselor/teacher team meet to review evaluation statistics and concerns. A quarterly newsletter is then published and sent to the school administration, local human service agencies, the Chamber of Commerce, etc.

Funding

Additional funding, beyond what the school provides in the use of office space, paper, typewriter, etc., is needed primarily for a separate telephone service and advertising costs. Cost of telephone equipment in the first year raises the projected annual budget of $1,000.00 slightly. A budget outline is provided in the Appendix, Item #1.*

A multi-faceted approach to funding this program is suggested.

Since it provides a valuable service both to the citizens seeking work and the employers needing help, fund raisers might solicit funds through the local Board of Supervisors, Chambers of Commerce, individual employers, local service organizations such as the Rotary, Kiwanis, or Lions Clubs, or inter-agency involvement.

Inter-agency involvement might include a financial agreement between the school system and agency whereby the JRS program provides a service such as outreach and referral.

This has happened in Gloucester between the school system and the Greater Peninsula Job Training Consortium, an agency which assists disadvantaged and handicapped persons in taking advantage of Federal monies funded through the Job Training and Partnership Act of 1982.

Here's how it works. Each job applicant is given a referral sheet provided by the Job Training Center which describes their program. During the applicant interview, this program is briefly described and self-referral is encouraged.

For this service, the Job Training Center, under the direction of the Private Industry Council, provides a certain amount of funding for outreach and referral. This is particularly helpful in the rural areas where participant contacts are difficult.

In Gloucester, these monies enabled the JRS program to stay open all summer, because the faculty involved were on 10-month contracts.

Additional agency linkages occured when the Summer Youth Employment Program was awarded to the school system. This program is administered by the same faculty member who supervises the JRS program. Operating out of the same JRS office, the faculty member is available in the JRS office during the morning hours to conduct SYEP business and makes visitations to the worksites when JRS is closed in the afternoons. It is a fine example

* All Items are listed numerically in the Appendix.

of optimal use of funds.

However, because of the uncertainty of Federal funding and because it is felt that contributions coming from a variety of sources provide for more participation and involvement in the JRS program, it is again suggested that donations, grants or funding agreements all be pursued to ensure the autonomy of the program.

If local donations and contributions are used, a regular school account is suggested.

If a Federal financial agreement or grant is awarded, then a separate account at the school board office is suggested.

B. Student Aides (Optional)

The inclusion of Student Aides in the JRS program is advantageous to the overall educational program, but is, nonetheless, optional. The Gloucester model incorporates Student Aides into the program, whereas the Mathews model does not.

Students who participate in the program gain valuable, first-hand experience with supervisors in an actual work environment.

These students act as receptionists and clerical assistants in the JRS office. Aides greet applicants, request them to sign the Release Form (Item #2) and Personal Data Card (Item #3). Students also direct applicants to the Virginia Employment Commission's weekly job listings on microfiche. They fill out the Applicant Interview Log (Item #6) and introduce the applicant to the volunteer who will then interview him/her.

Student Aides also answer the telephone and field calls, answering questions or referring the caller to the volunteer.

Clerical duties are also handled by the Student Aide. Typing, filing and recordkeeping skills are refined.

We hope to add data entry to this list when we attempt to computerize our filing system.

General office procedures, public relations and communications and direct supervision by the volunteer, who acts as a training supervisor, makes this facet of the JRS program a desirable and beneficial addition to the overall concept of complete utilization of all available resources. It actually becomes part of the curriculum for the credit bearing course, Office Simulation (Item #10).

In addition, the clerical support component to JRS augments the productivity of the volunteers, in freeing them to do job development, public relations, etc. when time permits this.

The Student Aide receives an Individualized Training Plan (Item #11) at the beginning of the year. Each quarter the volunteers rate the students based on their observations each week. The numbers 1-5 on the Training Plan refer to the days of the week, Monday through Friday. Since each volunteer comes in on the same day each week, the student is rated by five supervisors. An average is then arrived at based on the rating scale that is listed in the Training Plan. Half of the student's grade comes from this performance rating, the other half from the independent assignments given by the instructor.

Since the JRS office is located within the business education complex, the teacher is on hand if any problems arise, although she is not directly supervising the students during their JRS experience. The volunteer is the direct supervisor, much the same as the employer would be in a co-op program. In fact JRS is considered an in-house co-op program, although the student does not receive any salary.

Students in Office Simulation are distributed to JRS throughout each of the four morning class periods that it is in session.

The instructor is assigned an Office Simulation period one of those periods to handle the organization and supervision of the program. The other periods she is teaching other business classes.

It is not necessary to run JRS solely out of Office Simulation. Many rural schools may not offer this class, however it would be desirable as an alternative to a co-op program in an area where part-time jobs for business students may be scarce. Students could feasibly be rotated out of Office Technology I and II and Word Processing, if need be. The teacher who acts as faculty advisor, however, should have some planning time to administer the JRS program. Perhaps a relief from duty requirements would meet this need.

In the Mathews satellite office in Mathews High School, Student Aides are not used. The Mathews JRS office operates only two afternoons per week to accommodate Mathews' students and residents looking for jobs that could otherwise not get to Gloucester to be interviewed. Because this

office only acts as a satellite on a limited basis, student involvement is not practical.

C. Volunteers

Volunteers are the very heart of the JRS program.

Volunteer Qualifications & Commitment

Retired business professionals who have excellent communications skills are solicited to come in for one morning a week for four hours. The Gloucester Office operates any day that school is in session from 8:30 a.m. to 12:30 p.m. The Mathews Office operates two days a week from 11:45 a.m. to 3:30 p.m. This allows extended coverage for those people who may not be able to come to the Gloucester Office during the morning hours to be interviewed. It also allows for a time period where the Gloucester and Mathews volunteers can communicate by phone regarding JRS business.

Orientation & Training

All volunteers are trained in the actual organization and administration of the JRS program. An orientation session is given by the volunteer who acts as Chairperson for the Daily Operations Committee. The potential volunteer is then scheduled to come in to work with a regular volunteer at least twice. They are then usually ready to handle interviewing and operations on their own.

We have found that the best way to solicit volunteers is through a networking system. Key community figures who support the JRS program usually can tap friends whom they feel would be qualified candidates to handle such a volunteer role. Also retired teachers and school personnel are usually good candidates.

Potential volunteers fill out the Volunteer Application (Item #12). Volunteers keep their own records of their hours of service (Item #13).

Once the volunteer has been trained, he/she is ready to begin "work"!

Volunteer Responsibilities

Volunteers handle applicant interviewing, receive job orders from employers and attempt to match active applicants with current job orders.

They begin their day by reviewing the Volunteer Log (Item #18). This is a spiral notebook used each day by each volunteer to record overall activities from week to week. It is extremely necessary for the continuity of the JRS program. What the Monday volunteer handles will affect Tuesday

through Friday, so a means of communication is absolutely necessary.

The next order of business involves reviewing current Job Orders (Item #7). Job orders are kept on file using the six-category Virginia VIEW - Areas of Work Classification (Item #5). A color coding system is used for easy identification.

The volunteer will then conduct a search through the Personal Data Cards (Item #3), filed according to the same classification system (Item #5) as the Job Orders. After reviewing the job qualifications and the applicant's qualifications, the volunteer chooses the 3-4 best matches to make referrals with. Applicants are contacted by phone and given job contacts. If they cannot be reached on the same day, a Referral Slip (Item #8) will be filled out and attached to the Job Order for the next day's volunteer to pursue. The applicants are asked to keep JRS informed of the outcomes of the interviews. Otherwise contact with the employer will be made the next week for follow-up purposes.

Anyone referred to a job opening is entered on the Job Referral Log (Item #9).

If an applicant is hired, this entry is made in the Action column on the Job Referral Log. Their card is then placed in a Hired file. If they are not hired, they are placed back with the active Personal Data Cards and appropriate notation is made on the Job Referral Log.

When applicants are interviewed, the JRS volunteer tries to get to know the person and probes into their job experiences. Since the applicant will probably be interviewed only once at the JRS office, the interviewing volunteer enters his/her applicant on their Follow-up Log (by day) (Item #14). A folder is kept for each day of the week with six follow-up logs in it corresponding to the six job classifications. Monday's volunteer is responsible for following up on his/her own applicants. This seems to add a "personal touch" to the referral system. In this way the volunteer has his/her own case load to follow. However, if a job order comes in that might better be filled by an applicant in another person's case load, referrals are still made accordingly.

When an applicant fills in a Personal Data Card, very often they are interested in jobs from two or more categories. A first, second and third choice of category is taken. Cross Reference Cards (Item #4) are filed

for second and third choices.

Volunteers also make referrals to other agencies. In fact, as was mentioned earlier, the JRS received a Federal grant from JTPA monies to act as an outreach and referral arm of the Greater Peninsula Job Training Consortium. Every applicant at the Gloucester office is handed a referral information sheet (Item #19) from that agency. Similar sheets are available for the Bay Consortium, covering Mathews and Northern Neck areas.

Referrals are also made to Area Agency on the Aging, the Virginia Employment Commission, the Puller Vocational Center, and to places like Colonial Williamsburg. A more detailed referral system accompanies Colonial Williamsburg referrals. JRS receives weekly job listings from the VEC and CW, along with local job orders.

Specialized Responsibilities

Besides being responsible for handling the matching process, volunteers take on specialized responsibilities.

Weekly advertising is handled by the Monday volunteer. Another handles writing the newsletter. Statistics are compiled quarterly and yearly by a third person. Fund raising is handled by one gentleman who does not come in as a regular daily person. Bookkeeping and communications can be handled by one person.

So as you can see, the "job" of the volunteer encompasses the bulk of the daily work and operations. What a pleasure it is to work with these highly respected, professional people!

Evaluations (Item #17)

In order to keep the JRS program functioning efficiently and productively, quarterly and yearly evaluations are compiled, based on the statistics that are gathered. Monthly statistics are compiled and added to the back of the JRS Brochure (Item #15).

For planning and development purposes certain criteria are looked at to see if trends are appearing. Questions regarding male/female participation, popular areas of work among applicants, job order areas of work predominance, degree of student involvement, part-time/full-time activity, number of placements, etc. are a few areas of concern.

BENEFITS

A. School Benefits

The schools receive many benefits from the JRS program.

As was mentioned before, the JRS office offers real world office experience to the student aides. Not only does the aide gain experience in general office procedures and clerical skills, but he/she has the opportunity to develop the necessary interpersonal communications skills needed to be successful in the business world.

The JRS program also provides direct student access to the job market, both at the local and state levels. It offers students the opportunity to be interviewed by a professional business person right within the school building, throughout the school year and during the summers.

Continuous JRS activity expands job development potential both with cooperative education and career guidance and placement within the school setting. Contacts among staff members responsible for these programs are facilitated by the in-house nature of the program.

Applicant and placement statistics at the local level are now available for review. This local job market analysis is otherwise unavailable in the rural areas.

This information can be used as a data base for potential curriculum/training improvements. It can be used as supportive evidence in the development of the locality's Vocational Plan, as required by the State Department of Education.

The JRS program facilitates the existing school system's role in Federally sponsored JTPA programs such as Summer Youth, the Entry Employment Experience (Triple E) Program for disadvantaged and handicapped youth, and the Targeted Jobs Tax Credit.

The use of volunteers in the JRS program frees the counselor from job placement tasks. More time can be given to employment counseling and career exploration. This is particularly helpful in rural areas where counselors are responsible for a greater variety of guidance activities such as testing, college entrance, student records, special education, career education, etc.

Although employment counseling and placement activities have become

primarily associated with guidance services, the rural areas do not have the staff or the money to support these activities. JRS solves this problem.

B. Community Benefits

The Job Referral Service is a highly visible school program that provides a valuable service to the community as a whole: to resident adults seeking work, to students seeking employment, to early school leavers and to local employers. And, on top of that, there is no additional charge to the taxpayers or to the participants! JRS provides for excellent public relations.

For the volunteer, JRS offers a bridge between the world of work and retirement. It enables the volunteer to continue the worthwhile efforts of feeling productive and supportive to their community.

The varied backgrounds of the volunteers provide the program with a dynamic element of management that otherwise may be hard to establish within a school setting.

To summarize, JRS serves as a source of communication, rapport and interaction with local employers, community service organizations and agencies, community leaders and the general public. Its benefits are all-encompassing.

CONCLUSION

As we approach our third year of operation, we hope that the rewards realized in the Gloucester-Mathews Job Referral Service can become available to other rural areas across this State of Virginia and possibly beyond those boundary lines.

As time goes on, we hope to improve our program as our quarterly and yearly evaluations (Item #17) contribute to our research and development activities.

We hope that this JRS Manual will offer interested persons a sound foundation in implementing similar employment services in their schools and communities.

APPENDIX

Item #	
1	Budget Outline
2	Release Form
3	Personal Data Card (5 x 8 card)
4	Cross Reference Card (5 x 8 card)
5	Job Categories/Areas of Work (taken from the Virginia VIEW Program)
6	Applicant Interview Log
7	Job Order (5 x 8 card)
8	Referral Slip
9	Job Referral Log
10	Office Simulation Course Description
11	Office Simulation Program - Individualized Training Plan
12	Volunteer Application
13	Volunteer Time Sheet (Hours of Service)
14	Follow-up Log (by Day)
15	Job Referral Service Brochure & Monthly Statistics
16	Telephone Log (for Long Distance Calls)
17	Evaluation (Quarterly/Yearly)
18	(Volunteer Log (Special Notebook))
19	JTPA Referral Sheet

BUDGET OUTLINE

JOB REFERRAL SERVICE

Necessary Items

1.	Telephone Service	
	Equipment & Installation	$ 150.00
	Local Service ($25/mo x 12 mo)	300.00
	Long Distance	
	Answering Service	135.00
		$ 585.00
2.	Paper	
	Bond White - letter sq - 6 rms @ $3.85	23.10
3.	Envelopes	
	1 bx of 4 1/8 x 9 1/2	
	500/bx @ $8.00	8.00
4.	Index Cards	
	5 x 8 blank $1.00/100 - 20 pkgs	20.00
5.	Stencils	
	1 bx @ $3.30/quire	3.30
6.	Pens/Pencils	
	2 bx @ $1.45 dz	2.90
7.	Stamps - 2 rolls	44.00
8.	Advertising	
	$13 ad every week (Gazette Journal)	676.00
	Sub Total	$1,362.30

Optional Items/Equipment

1.	Rubber Stamp	$ 7.00
2.	Labels - self adhesive	
	2' x 4" @ $2.30/200	2.30
3.	Microfiche Reader (check with	
	JTPA & VEC for extras)	400.00
4.	Stackable Interlocking Files	200.00
5.	Summer Salary for Coordinator	
	(or combine with Summer Youth or 12-mo. employee)	

Item #1

The attached Personal Data Card will be kept in active file for six (6) months only unless we receive notification from you to extend our job search.

I certify that all statements made by me in this data sheet are true and that I will not hold the Job Referral Service or the Gloucester County School Board liable for referrals that result in this matching service. I further understand that in accordance with Title VII of the Civil Rights Act of 1964, this service forbids discrimination on the basis of race, color, religion, sex or national origin in regards to referrals for employment.

Applicant Signature_____ **Date**_____

Item #2

APPLICANT PERSONAL DATA CARD GLOUCESTER-MATHEWS JOB REFERRAL SERVICE

_____ F/T___ Hrs_____ Date Filed_____
_____ P/T___ Hrs_____ Interviewer_____

Name_____ DOB_____ Age_____

Address_____ Phone_____

City/State_____ SSN_____

Education: School Name/Address Dates Attended Diplome/Degree?

_____ From_____To_____ _____

_____ From_____To_____ _____

_____ From_____To_____ _____

Typing Speed _____ Shorthand Speed_____ Driver's Lic._____ Chauffeur's_____

References: (Do not use relatives or former employers)

NAME	ADDRESS	OCCUPATION

INTERVIEWER'S NOTES_____

Item #3

EMPLOYMENT RECORD (Most Recent Position First)

From_____To_____
Firm Name_____
Address_____
City/State_____
Your Position_____ Salary_____
Duties_____
Supvr. Name_____
Reason for Leaving_____

From_____ To_____
Firm Name_____
Address_____
City/State_____
Your Position_____ Salary_____
Duties_____
Supvr. Name_____
Reason for Leaving_____

From_____To_____
Firm Name_____
Address_____
City/State_____
Your Position_____ Salary_____
Duties_____
Supvr. Name_____
Reason for Leaving_____

DO NOT WRITE IN THIS BLOCK

Date	Action	In

CROSS REFERENCE CARD

DATE FILED_____ AREA OF INTEREST_____

NAME_____

PERSONAL DATA CARD LISTED UNDER_____
Area of Interest

CHECK IN DATES _____ _____ _____ _____ _____ _____ _____ _____ _____

Item #4

A Areas of Work

olor
Codes

Red — **B** **Business and Clerical** include careers in business management, marketing finance. sales and promotion as well as clerical areas.

Yellow — **H** **Humanities and Human Relations** include careers in education and human welfare, the political and social sciences, law, literature and philosophy, visual and performing arts, and sports.

. Blue — **M** **Medical and Related Services** include careers in the physical and psychological aspects of human and animal health as well as technical support services.

range — **P** **Personal and Protective Services** include careers in improving personal appearance and attending individuals and animals as well as protecting persons and property.

. Blue — **S** **Science, Mathematics, and Engineering** include careers in the physical and biological sciences, mathematics, engineering, and engineering technology as well as the scientific aspects of agriculture and forestry.

Green — **T** **Trades and Industry** include careers in crafts, trades, technical and non-technical areas of industry, agriculture, and transportation including mechanics and operators.

APPLICANT INTERVIEW LOG

SCHOOL_____

DATE	APPLICANT	REFERRED TO	RESULT	DATE

JOB REFERRAL SERVICE USE ONLY
JOB ORDER

Job Title_____ No. Required_____ Date_____
Closing Date of Job Order_____ Job Developer_____

Part Time_____ Full Time_____ Temporary_____ Summer_____ Permanent_____

Business_____ Phone_____

Address_____ Contact_____

Hours Per Week_____ Days Per Week_____ Salary_____

Equal Opportunity Employer: _____Yes _____No

Requirements: High School_____ College_____ Experience_____

JOB DESCRIPTION: _____

REFERRAL INSTRUCTIONS: Applicant to make appt._____ JRS to make appt._____
Other _____

REFERRALS:

	Date	Hired	Not Hired
1			
2			
3			
4			
5			
6			

CONTACT LOG

DATE	INITIALS	ACTION

Item #7

REFERRAL SLIP

Job Order_____ _____ No._____

Initiated By _____

Name_____

Phone_____

Contacted_____

By_____ Date_____

Result_____

_____

_____

Employer Advised ____ yes ____no

Feedback_____

_____

_____

Item #8

Item #9

JOB REFERRAL LOG

	DATE	REFERRED TO	CATEGORY	APPLICANT	ACTION
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
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25					
26					
27					
28					
29					
30					
31					
32					31
33					

OFFICE SIMULATION

Office Simulation is a one-year, single period course designed to provide senior level students with both classroom training and on-the-job experiences. Emphasis is placed on performance at job entry level standards. Students entering the course should have demonstrated acceptable competencies in the areas of typing, financial recordkeeping, filing, communication skills, calculations, mail processing and reprographics.

Students will be expected to divide their class time between their duties as receptionist of the Gloucester-Mathews Job Referral Service and their responsibilities to cover assigned readings. Students will be placed on rotation so that fifty percent of their class time will be spent on each of the above responsibilities.

JOB REFERRAL SERVICE RESPONSIBILITIES

Each student will receive a training plan, the purpose of which will be to assist the trainee in making a successful transition from an office occupations student to a competent office employee. The training plan serves as an agreement between the school and the Job Referral Service to provide training for a student to enable them to meet an identified career objective. The training plan is not a contract and can be modified in accordance with the needs of the student and/or the Job Referral Service.

The training program will begin with the opening of school in August and continue until closing in June for a period of 180 days. The trainee will report to the Job Referral Service each day that school is in session and will receive one credit. Fifty percent of the trainee's classroom grade will be represented through an on-the-job evaluation by the training sponsors of the Job Referral Service.

INDEPENDENT READING ASSIGNMENTS

Each student will receive a detailed syllabus of independent reading assignments for four nine-week periods. In addition, each student will be expected to read and critique three articles in each of the first, second and third nine-week periods, the content of which should relate to and be used in a final term paper due the fourth nine-week period. The term paper title should be approved by the instructor <u>before</u> the first article is read. Fifty percent of the student's grade will be represented through the quality and quantity of work turned in in the area of independent reading assignments.

A BONUS GRADE HAVING THE WEIGHT OF AN ADDITIONAL TEN PERCENT WILL BE GIVEN TO THOSE STUDENTS WHO HAVE EXCEPTIONAL ATTENDANCE RECORDS.

Students, at all times, will be under the supervision of the Office Simulation instructor and a properly qualified training sponsor designated by the instructor.

OFFICE SIMULATION PROGRAM
INDIVIDUALIZED TRAINING PLAN

The Office Simulation Program of Gloucester High School and the Gloucester-Mathews Job Referral Service agree to cooperate in training as a receptionist.

PURPOSE: The purpose of this training plan is to assist the trainee in making a successful transition from an office occupations student to a competent office employee. The training plan serves as an agreement between the school and the Job Referral Service to provide training for a student to enable them to meet an identified career objective. The training plan is not a contract and can be modified in accordance with the needs of the student and/or the Job Referral Service.

The training program will begin with the opening of the school year in August and continue until closing in June for a period of 180 days. The trainee will report to the Job Referral Service each day that school is in session and will receive one credit. Fifty percent of the trainee's classroom grade will be represented through an on-the-job evaluation; an additional fifty percent will be represented through related classroom training by the Office Simulation Coordinator.

PROCEDURE: The Office Simulation Coordinator assumes primary responsibility for the development of this training plan for each student. The Job Referral Coordinator is asked to assist the Office Simulation Coordinator by:

1. Identifying tasks on the training plan which can be provided for the student at the training station.
2. Identifying additional tasks or learning experiences available at the training station which are not listed on the training plan.
3. Supervising the student's training for specific job tasks.
4. Evaluating the student's progress in completing work assignments.

The Office Simulation Coordinator oversees the student's progress. Input from the Job Referral Service Coordinator is used to make modifications in the training program of the student and to determine specific instruction which should be provided for the student in the classroom or on the job to enable them to become a productive, competent employee.

Student Trainee	Student Trainee Parent
Job Referral Service Coordinator	Office Simulation Coordinator

_____ 1. Introduce the student trainee to the Job Referral Service.

_____ 2. Explain responsibilities of the student trainee, volunteers, and Office Simulation Coordinator.

_____ 3. Introduce student-trainee to all persons with whom they will have contract.

_____ 4. Show the student trainee the location of offices, equipment, and supplies that will be used.

_____ 5. Explain the duties of the student trainee's assignments.

_____ 6. Inform student trainee as to who will supervise them.

_____ 7. Inform Job Referral Service volunteers of their relationship to the student trainee and solicit their cooperation.

_____ 8. Inform student trainee of arrival and departure times, check-in procedures and check-out procedures.

_____ 9. Inform student trainee of relief procedures and schedules.

_____10. Inform student trainee of proper use of facilities available.

_____11. Inform student trainee about any information which is to be kept confidential.

_____12. Inform student trainee as to appropriate clothing to be worn.

OFFICE SIMULATION PROGRAM

RATING SCALE: A - Outstanding
B - Above Average
C - Average
D - Needs Improvement
F - Unsatisfactory

TRAINING AND EXPERIENCES	QUARTERLY EVALUATIONS																							
	1st Qtr.						2nd Qtr.						3rd Qtr.						4th Qtr.					
	1	2	3	4	5	AVG	1	2	3	4	5	AVG	1	2	3	4	5	AVG	1	2	3	4	5	AVG
COMMUNICATION SKILLS																								
Greet visitors and introduce them to volunteers																								
Refer callers to appropriate person or make appointments																								
Handle inquiries or requests																								
Answer and route phone calls																								
Record information from calls																								
Places telephone calls for volunteers																								
Assist applicants with Personal Data Cards																								
Introduce applicants to volunteers																								
Inform applicants of open sources of job information																								
Assist applicant with microfiche (VEC, State of Virginia)																								

Item #11 Page 3

INDIVIDUALIZED TRAINING PLAN
OFFICE SIMULATION PROGRAM

RATING SCALE: A - Outstanding
B - Above Average
C - Average
D - Needs Improvement
F - Unsatisfactory

TRAINING AND EXPERIENCES	QUARTERLY EVALUATIONS																							
	1st Qtr.						2nd Qtr.						3rd Qtr.						4th Qtr.					
	1	2	3	4	5	AVG	1	2	3	4	5	AVG	1	2	3	4	5	AVG	1	2	3	4	5	AVG
FILING AND RECORDS MANAGEMENT																								
Log in referrals																								
Update Job Order Log daily																								
Complete weekly statistics																								
File and retrieve Personal Data Cards																								
File and retrieve Job Order cards																								
Assist in updating Job Classification Book																								

Item #11 Page 4

INDIVIDUALIZED TRAINING PLAN
OFFICE SIMULATION PROGRAM

RATING SCALE: A - Outstanding
B - Above Average
C - Average
D - Needs Improvement
F - Unsatisfactory

TRAINING AND EXPERIENCES	QUARTERLY EVALUATIONS																							
	1st Qtr.						2nd Qtr.						3rd Qtr.						4th Qtr.					
	1	2	3	4	5	AVG	1	2	3	4	5	AVG	1	2	3	4	5	AVG	1	2	3	4	5	AVG
TYPEWRITING																								
Type Employer History Cards																								
Type Quarterly Newsletter																								
Type evaluation summaries																								
Compose and/or type letters and envelopes																								
Type reports and records as needed																								
Type stencils and run them on mimeograph machine																								
Type masters and run them on ditto machine																								
Type originals and run them on photocopy machine																								

Item #11 Page 5

[redacted]IVI[redacted]IZ[redacted]RAI[redacted] PL[redacted]
OFFICE SIMULATION PROGRAM

RATING SCALE: A - Outstanding D - Needs Improvement
B - Above Average F - Unsatisfactory
C - Average

TRAINING AND EXPERIENCES	QUARTERLY EVALUATIONS																							
	1st Qtr.						2nd Qtr.						3rd Qtr.						4th Qtr.					
	1	2	3	4	5	AVG	1	2	3	4	5	AVG	1	2	3	4	5	AVG	1	2	3	4	5	AVG
PERSONAL EMPLOYABILITY SKILLS																								
Exhibits attitudes and work habits necessary for good interpersonal and employee-employer relations																								
Exhibits self control, persistence and initiative in completing work.																								
Accepts constructive criticism in a positive manner.																								
Follows oral or written instructions in completing tasks.																								
Exhibits good grooming and appropriate attire for work.																								
Keeps area in and around the work station uncluttered.																								
Assembles supplies and information before starting tasks.																								
Plans work to meet deadlines.																								
ATTENDANCE																								
Maintains regularity and promptness in attendance																								
1st Qtr: Total Days____ Days Present____ Percent____																								
2nd Qtr: Total Days____ Days Present____ Percent____																								
3rd Qtr: Total Days____ Days Present____ Percent____																								
4th Qtr: Total Days____ Days Present____ Percent____																								
NUMBER OF TARDIES																								
1st Qtr:____ 2nd Qtr:____ 3rd Qtr:____ 4th Qtr:____																								

Item #11, Page 6

GLOUCESTER-MATHEWS JOB REFERRAL SERVICE

Gloucester High School - Room C161

Volunteer Application

NAME _____

ADDRESS _____

PHONE NUMBER _____

Contact Person: Judy Conner
693-3633
or
Helen Scott
693-4874

Previous Business Experience

Date Type of Work & Company _____

Days Available for Volunteer Work:
(The office will be open Mondays - Fridays, while school is in session, from 8:30 - 12:30.)

Day(s) Available _____

Proposed Mathews Office Time: 11:30 - 3:30

Days Available _____:

Item #13

GLOUCESTER-MATHEWS JOB REFERRAL SERVICE

HOURS OF SERVICE *

VOLUNTEER_____

ADULT_____ STUDENT_____

1984-85

DATE	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	TOTALS
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
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25													
26													
27													
28													
29													
30													
31													
TOTALS													

NOTES

* NEEDED FOR EVALUATION PURPOSES

VOLUNTEER _____ DAY _____

FOLLOW-UP LOG

AREA OF INTEREST:

	NAME	PHONE	SEX	RACE	COMMENTS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
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50					
51					
52					

GLOUCESTER-MATHEWS JOB REFERRAL SERVICE

GLOUCESTER HIGH SCHOOL

GLOUCESTER, VA. 23061

Room 161 693-3633

JOB REFERRAL STATISTICS

June 4, 1985

TOTAL APPLICANTS PLACED	199
ACTIVE JOB ORDERS (Full and Part Time)	61
APPLICANTS ON FILE BY CATEGORY	
Business/Clerical	150
Humanities/Human Relations	10
Medical and Related Services	8
Personal and Protective Services	62
Science, Math and Engineering	1
Trades and Industry	89
Total Active Applicants	323
REFERRALS MADE TO JOB OPENINGS	1620
REFERRALS MADE TO JOB TRAINING CENTER (JTPA)	229
REFERRALS MADE TO BAY CONSORTIUM	12
REFERRALS MADE TO AREA AGENCY ON AGING	9
REFERRALS MADE TO COLONIAL WILLIAMSBURG	14

MATCHING PEOPLE TO JOBS

GLOUCESTER - MATHEWS

JOB REFERRAL SERVICE

SERVING OUR CITIZENS

AND BUSINESSES

693-3633

The Gloucester-Mathews Job Referral Service (JRS), a non-profit affiliate of the Middle Peninsula Interagency Council, provides the two counties with the employment and referral services similar to those provided in other areas by the Virginia Employment Commission (VEC). Through a unique teaming of Gloucester High School teachers and students with a group of volunteers, this service matches applicants seeking employment with local employer needs. The location in the High School facilities provides easy access to both student and local applicants, while permitting High School Business Education students the opportunity to gain academic credit and 'real world' office and administrative experience.

The JRS was established in October, 1983, through the leadership of the Interagency Council when it became apparent that funding limitations would not permit the Virginia Employment Commission to provide their employment services to the middle peninsula.

The basic concept of this free, equal opportunity service is to match the applications of those seeking work with available job openings registered with the JRS by local employers. Services to the applicants include an evaluation of their job experience and qualifications, advice on opportunities available locally, and referral where appropriate. These referrals provide for training and assistance in government-operated programs such as the Joint Training and Partnership Act/JTPA (greater Peninsula and Bay Consortium), the Virginia Employment Commission's Hampton office, and other agencies such as the Area Agency on Aging or the Puller Center.

While the JRS program is not a part of any of the government-supported programs, its policies and operations assure equal opportunity. Operations are consistent with appropriate Federal and State guidelines and close coordination is maintained with those programs. JRS operating procedures and safeguards insure confidentiality of private information obtained from both applicant and employer.

Operating costs of the JRS are minimized by the availability of school facilities and faculty supervision. The first year of operation has been funded entirely by donations from the Chambers of Commerce, local business and service organizations and private individuals. Since government-funded programs such as the JTPA benefit from JRS referrals, funding from those programs in the future will permit expansion and improvement of JRS services. Regardless of government funding, however, financial support by local governments and contributions will remain an integral element of the JRS partnership concept.

A satellite operation has been established in Mathews County to provide more convenience to Mathews participants and extend operating hours. Based on lessons learned during the first year's operation, internal JRS operating procedures have been implemented. A program of feedback and outreach both to the local business community and other communities with similar interests and opportunities is also being implemented.

The JRS is located in Room 161 of Gloucester High School and in the Guidance Office of Mathews High School. A summary of operating results to date follow. For more information, contact Ms Judi Conner at 693-3633 or Ms Nancy Keenan at 693-2526.

BEST COPY AVAILABLE

Item #16

TELEPHONE LOG FOR LONG DISTANCE CALLS

	DATE	Number Called	PERSON CALLED	PURPOSE OF CALL	Caller Initials
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					52
30					
31		51			
32					

GLOUCESTER-MATHEWS JOB REFERRAL SERVICE

QUARTERLY EVALUATION

Quarterly Period _____ Cumulative Period _____

Quarterly Information Cumulative Information

1. Statistics

A. Number of applicants

	Adults	Students	Adults	Students	# of Dropouts
Gloucester					
Mathews					
Other					
TOTAL _____					

Age Range: 16 & under___; 17-20___; 21-35___; 36-50___; 51 & over_____

Bl__/ Wh__/ Span__/ Asian__/ Other__/ Male__/ Female__/

B. Number of Job Orders

	FT	PT	Comm	FT	PT	Comm
Gloucester						
Mathews						
Other						
TOTAL _____						

C. Number of Placements

	Adults	Students	Adults	Students
Gloucester				
Mathews				
Other				
TOTAL _____				

Bl__/ Wh__/ Span__/ Asian__/ Other__/ Male__/ Female__/

D. Types of Placements

Categories	Tot	FT	PT	Comm		Tot	FT	PT	Comm
1. Bus. & Clerical									
2. Humanities									
3. Medical									
4. Personal & Prot.Svs.									
5. Sci.,Math.,& Engin.									
6. Trades & Industry									

E. Types of Unfilled Job Orders

Categories	Tot	FT	PT	Comm		Tot	FT	PT	Comm
1. Bus. & Clerical									
2. Humanities									
3. Medical									
4. Personal & Prot.Svs.									
5. Sci. Math& Engin.									
6. Tr & Ind									

* Of these, _____ (#) have been on file for over 3 months.
(List by name of job order or type of job.)

_____ _____
_____ _____
_____ _____

F. Employer Feedback

Number of follow-up letters sent							
Number of Responses							
Pos	Neg	Tot		Pos	Neg	Tot	
—	—	—		—	—	—	

Recommendations _____

_____

_____

G. Referrals to Other Agencies

	Agency	Number	Agency	Number
1.				
2.				
3.				
4.				
5.				
	TOTAL		TOTAL	

H. Operating Hours Contributed (man hours)

1. Volunteer		1. Volunteer
2. Student		2. Student
3. Coordinators		3. Coordinators
4. Meetings		4. Meetings
5. Other		5. Other
TOTAL		TOTAL

2. Finances

Credits (List Names, Addresses & Amounts)

Commitments	Receipts	Commitments	Receipts
Total Amt. C-	R-	Total Amt. C-	R-

Debits

	Planned	Actual	Planned	Actual
Phone				
Advtg.				
Misc.				
Total Amt.	P-	A-	P-	A-

Actual Balance $

3. Volunteers

Beg. #____(+)___ (-)___ Bal.____ || Tot # (+)___ (-)___ Bal___

4. Students _____

5. Problems/Recommendations

_____

_____

_____

_____

_____

VOLUNTEER

LOG

A spiral notebook should be kept for recording daily activities involving new job orders or follow-up information. Each volunteer records his/her notations from each day's business. The volunteer for the next day will read through the activities from the past week.

In this way, continuity of the program is optimized.

Referrals are made to:

JTPA

CALL 693-4411

JOB TRAINING CENTER - GLOUCESTER
MAIN STREET - MUSIC STUDIO
GLOUCESTER, VIRGINIA

JOB TRAINING CENTER OFFERS:

- VOCATIONAL ASSESSMENT
- CLASSROOM TRAINING
- ON-THE-JOB TRAINING
- LEARNING CENTER

* MUST BE GLOUCESTER COUNTY RESIDENT
*MUST MEET MINIMUM INCOME GUIDELINES

Item #19

JOB REFERRAL SERVICE

THE

A Free Employment Service
for Rural Areas

STORY IN FOUR PARTS

I J R S BACKGROUND AND CONCEPTS

II HOW THE J R S WORKS

III RESULTS AND LESSONS

IV QUESTIONS AND DISCUSSIONS

For more Information please contact:

Mrs. Nancy Keenan, Vocational Counselor
Gloucester High School
Rt. 4, Box 502
Gloucester, VA 23061

(804) 693-2526

GLOUCESTER-MATHEWS JOB REFERRAL SERVICE

(Job Placement Service in a Rural Area)

. BACKGROUND

(2)

1975 - Schools responsible for employment counseling and placement
1976 - Guidelines for Employment Counseling & Placement
1980 - Election - "Local Responsibility"
1981 - State Chamber of Commerce "Partners in Education"
Community Resources for Career Education
1982 - Job Training and Partnership Act (JTPA)
1982 - 1983 - Middle Peninsula Interagency Council
October 1983 - Gloucester-Mathews Job Referral Service
October 1984 - Mathews satellite office

. CONCEPT

. Cooperative effort: schools, citizens, businesses and agencies

(3)

. Combined use of resources

In-kind equipment: schools, agencies
Donations: individuals, organizations, businesses, local government
Grants: funding/financial agreements(JTPA, Sex Equity, Carl Perkins
Multi-faceted approach
Adequate operating Budget- $1,000/yr)

. Service to the community, employers, students, school system
"We match people to jobs!"

. Agency interaction

(4)

VEC listings/Virginia state listings
Area Agency on the Aging
Social Services
Job Training and Partnership offices
Local community college

. Objectives

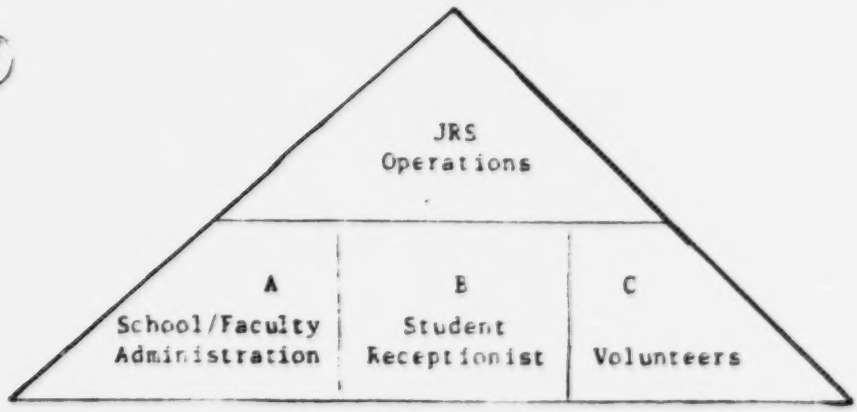
Provide all job seekers a central location for available job openings

Provide local employers a pool of applicants

Provide business education students with a "real life" job experience

JOB REFERRAL SERVICE RESPONSIBILITIES

(5)



(6) SCHOOL ADMINISTRATION AND FACULTY

Direct Interface with Guidance and Business
Job Referral policy and general supervision
Direct student aide supervision (Office Simulation class)
Financial services (receipts and payments)
Financial planning and expenditure authority
Assists job development (interacts w/Cooperative Office Ed, ICT, etc.)
Coordination and interaction with local governments, Interagency Council, and Vocational Advisory Council
Outreach management
Career guidance and placement activities

(7) STUDENT RECEPTIONISTS (OFFICE SIMULATION)

Applicant assistance/receptionist duties
Telephone
Filing
Typing
Data collection for evaluation
Other administrative and clerical assistance

(8) VOLUNTEERS

Applicant interviewing, evaluation, referral
Job applicant matching
Job applicant follow-up
Job development
Coordination and communications between Gloucester and Mathews offices
Scheduling of volunteers
Publicity (advertisements of jobs weekly, newsletter)
Evaluation
Student Receptionist evaluations and recommendations
Fund raising locally
Bookkeeping
Training and orientation for new volunteers and receptionists
Procedure development (committees/quarterly business meetings)
Outreach participation (presentations)

JRS VOLUNTEERS

(9)

HOW MANY? 8 to 14

Daily Desk	5 - 7
Fund-Raising	1 - 2
Fill-in	1
Bookkeeping Evaluation Correspondence	2 - 3

SPECIAL SKILLS? NO

Work with people

Adapt to Routine

Enjoy the job

THE JOB REFERRAL SERVICE SERVES

(10)

APPLICANTS

Average 300 (4 Counties, 80% Gloucester)
Students: 20%
Females: 70%
Over 55: 4%
Education ---- Non High School Graduate: 7%
Some College (or Business School): 20%
Seeking "Business-type" jobs: 47%

EMPLOYERS

Average 35 (4 Counties, 80% Gloucester)
Full-time: 75%
Those seeking "Trades-type" skills: 45%

(11)

JRS Results (October 1983- September 1986)

APPLICANTS	1410	39/mo
APPLICANTS PLACED	323	9/mo
APPLICANTS REFERRED TO JOBS	3005	83/mo
APPLICANTS CURRENTLY ACTIVE	315	
JOB ORDERS ACTIVE	38	

Results Impressive and Encouraging
Room for Improvement

- - - -

LESSONS LEARNED

Basic concept and approach works (School size no constraint)

(13)

- Two options available for student involvement
- No adverse impact on school operations
- Reasonable teacher time committment

Support and cooperation is outstanding

Student Receptionists are very valuable

Adaptable by other rural localities
- Lancaster and Middlesex services operating

Start small and anticipate growth

JRS...WHERE WE GO FROM HERE

. Our business is level

. Plan to use computers

  . Students information/data base

  . No job-matching

(14)

. Expand use of data base

  . Interaction with other agencies

  . Adult Ed- non-traditional female jobs

  . Single parent/ homemaker needs

. Help other localities

. Guidance for businesses

. Overall---confident of self-sustaining operation can keep a good thing going.

(13)